DOCUMENT RESUME

ED 220 659 CE 033 559

AUTHOR Phelps, L. Allen
TITLE Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators.
INSTITUTION Illinois Univ., Champaign. Coll. of Education.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE 1 Jul 82
NOTE 33p.; For a related document see CE 033 534.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Behavioral Objectives; Citations (References); Competence; Educational Resources; *English (Second Language); Instructional Materials; *Limited English Speaking; *Mainstreaming; Material Development; Postsecondary Education; Secondary Education; Second Language Instruction; Skill Development; Teaching Methods; *Vocational Education
IDENTIFIERS Illinois

ABSTRACT

This handbook provides vocational teachers with some ideas, strategies, and resources for working effectively with limited English-proficient (LEP) students in their classrooms. The handbook includes four basic sections: (1) suggested teacher competencies, (2) instructional strategies, (3) instructional resources, and (4) reference documents. A list of the various skills that vocational teachers need in working with LEP students is presented in section 1. In section 2, a series of eight important strategies for teaching LEP students is identified and described. It includes such strategies as conducting informal language assessment, adapting instruction, adapting materials, and involving LEP students in vocational student organizations. Section 3 on instructional resources identifies the types of services and assistance that LEP students and vocational teachers should receive from programs, counselors, and administrators concerned with English as a second language. The final section lists and describes several resource documents and sources where further information and assistance can be obtained. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED220659

LIMITED ENGLISH PROFICIENCY STUDENTS IN VOCATIONAL EDUCATION: A HANDBOOK FOR VOCATIONAL EDUCATORS

L. Allen Phelps, Ph.D.
Associate Professor and Director

Office of Career Development for Special Populations
College of Education
University of Illinois at Urbana-Champaign
Champaign, Illinois 61820

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

July, 1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C Reisinger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 033 559

Limited English Proficiency Students in Vocational Education

A HANDBOOK FOR VOCATIONAL EDUCATORS

Illinois State Board of Education

Edward Copeland
Chairman
Illinois State Board of Education

Donald G. Gill
State Superintendent of Education

July 1, 1982

Table of Contents

Overview 1

I. Suggested Teacher Competencies 5

II. Instructional Strategies 7

Conduct Informal Language Assessment 8

Adapt Instruction 9

Adapt Vocational Instructional Materials 12

Provide Bilingual Assistance to Students 14

Use Community Resource Persons 15

Involve Parents 16

Adapt Testing Procedures 17

Involve LEP Students in Vocational Student Organizations 18

III. Instructional Resources 19

ESL Program 20

VESL Program 21

Transitional Bilingual Education Program 22

Counselors 23

IV. Resource Agencies and References 24

Resource Agencies 24

References/Resource Documents 26

Vocational Education Programs Serving LEP Students . 27

Acknowledgements

Several individuals have made important and valuable contributions to the development of this handbook. Dr. Rose Mary Cordova provided invaluable assistance in locating reference material and resource information to be included. She was an effective sounding board for many of the ideas presented herein. Dr. Peter Seidman and Ms. Sharon Full, staff members of the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, were extremely helpful in the planning and conduct of the project, as well as in reviewing early drafts of the handbook. Appreciation is also extended to several individuals who reviewed the draft version of the handbook and offered numerous excellent suggestions for improvement. These reviewers include: Dr. E. Catherine Day, Eastern Michigan University; Ms. Margaret Tomassi Kang, Illinois State University; and Drs. Rudolph C. Troike and Juan C. Gonzalez of the University of Illinois. Special appreciation is also expressed to the clerical staff, Lilian Del Barco and Alicia Bollman, whose efficiency, excellence, and patience have been vitally important in the preparation of this handbook.

Overview

Increasingly, vocational education teachers are being challenged to serve a wide variety of students. Since the late 1960's, vocational education has focused on expanding its programs and services to meet the needs of various special populations. Limited English Proficient (LEP) students represent a growing special population group in Illinois. They, like other citizens of our state, are interested in enrolling in vocational education programs which meet their job training needs. The purpose of this handbook is to provide you, the vocational teacher, with some ideas, strategies, and resources for working effectively with LEP students.

In school year 1979-80 there were 4,912 LEP students served in vocational education programs in high schools, area vocational centers, and community colleges in Illinois. In 1978 a study conducted by Lopez-Valadez and Balosubramonian indicated that Illinois had an estimated 466,721 persons whose mother tongue is not English. As the population of the state continues to expand, it is anticipated that the number of LEP youth and adults (refugees and others) will also grow. Vocational Education teachers must be prepared to teach, as well as guide these students through meaningful and productive learning experiences that equip them for the world of work.

It is important to note that Article 14C of the School Code of Illinois (entitled Transitional Bilingual Education) requires school districts having 20 or more students with a common native

language attending any building to provide and maintain a transitional bilingual education program. These programs must include native language arts, English-as-a-Second Language (ESL), and instruction in the history and culture of the students.

The term "limited English proficient" student is used to describe individuals who are:

> "...members of a national origin minority who do not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English." (Illinois State Board of Education, January, 1981, p. 10).

Limited English proficient students will vary considerably in their proficiency in understanding, speaking, reading, and writing English. The Bilingual Section of the State Board of Education has identified four levels of English language proficiency that may be used in identifying students and providing needed support services. The levels of English language proficiency are as follows:

Levels of English Language Proficiency

1. The individual does not speak, understand, or write English, but may know a few isolated words or expressions.
2. The individual understands simple sentences in English, especially if spoken slowly, but does not speak English, expect isolated words or expressions.
3. The individual speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, understand at least parts of lessons, and follow simple directions.
4. The individual speaks and understands English without apparent difficulty, but displays low achievement indicating some language or cultural interference with learning.

Usually, students are identified as having limited proficiency in English by counselors and/or administrators. They can be identified in any of several different ways: (1) achieving low scores on English proficiency tests, (2) being identified and reported on the Bilingual Census which schools in Illinois are required to complete for the Bilingual Section of the Illinois State Board of Education, or (3) being enrolled in an English-as-a-Second Language (ESL) or bilingual education program.

In Illinois a variety of languages and dialects are spoken by LEP students. The major languages spoken include Spanish, Lao, Greek, Italian, Vietnamese, and Korean. As of February 1, 1982, a total of 57,802 LEP students were enrolled in Illinois elementary and secondary schools. As one might guess, the concentrations of LEP students are regionalized. Cook County has the largest concentration of the 14-24 year old LEP population. Nearly 61% of the 57,802 LEP students served statewide in 1982 were served by the Chicago Board of Education. Overall, 58% of the 1,059 school districts in Illinois report enrolling non-English background students. Other communities with more than 300 LEP students include: Palatine, Wheeling, Schaumburg, Arlington Heights, Maywood, Waukegan, Elgin, Rockford, and Joliet.

This handbook is designed specifically for vocational education teachers and conveys the essential information needed to work with LEP students in the regular classroom. The handbook includes four basic sections: (1) suggested teacher competencies, (2) instructional strategies, (3) instructional resources, and (4) reference documents. A list of the various skills that

vocational teachers need in working with LEP students is presented in Section 1. In Section 2, a series of eight important strategies for teaching LEP students are identified and described. These include such strategies as: conducting informal language assessment, adapting instruction, adapting materials, and involving LEP students in vocational student organizations. The section on instructional resources (Section 3) identifies the types of services and assistance that LEP students and vocational teachers should receive from ESL programs, Vocational ESL (VESL) programs, counselors, and others. The final section lists and describes several helpful resource documents and sources where further information and assistance can be obtained.

I. Suggested Teacher Competencies

Working with LEP students requires vocational teachers to have a variety of skills and knowledge. The competencies needed will vary somewhat depending upon the level of English proficiency (see Overview) and the availability of ESL staff who might also work with LEP students. It is widely recognized that teaching LEP students requires extra time and effort on the part of the teacher. The special attention and extra effort devoted to these students is vital to their successful transition from school to work. The extra energy which a teacher and other school staff devote to these students will mean a great deal to them as individuals, their parents, and their future employers.

The following list of suggested competencies identifies the additional skills and knowledges a teacher may find helpful in working with LEP students.

1. Identify and use the special assistance, resource materials, and teaching ideas that ESL and VESL teachers and aides can provide. ESL and vocational instructors need to work closely and cooperatively in all aspects of providing vocational education to LEP students.

2. Develop individual learning plans and experiences for LEP students that enhance their development of job skills, basic skills, and English language proficiency.

3. Be familiar with and sensitive to the cultural and ethnic background of LEP students.

4. Conduct informal assessments of the student's proficiency in reading, speaking, writing, and comprehending English.

5. Modify teaching methods and materials to assure that they are consistent with the student's language level, ability and learning style.

6. Modify testing and evaluation procedures to be certain that tests do not discriminate against students on the basis of language deficiencies.

7. Use bilingual community resource persons and parents to assist LEP youth in examining career options and opportunities and developing job skills.

8. Provide bilingual assistance to LEP students in the form of peer tutors, bilingual aides/paraprofessionals, and vocational instructional materials that are written in a bilingual format or the students' native language.

9. Assist LEP youth in participating in vocational student organizations.

Specific strategies for implementing these competencies with LEP students can be found in Section II.

II. Instructional Strategies

This section outlines a series of eight instructional strategies that can be used in teaching LEP students. These strategies are for LEP students who are served in the regular vocational education program at the secondary or post-secondary level. It is assumed that LEP students will, in nearly all instances, be learning essentially the same knowledges, skills, and attitudes as the non-LEP students. To become employable, LEP students (like all other vocational students) must be taught the skills and knowledges that the job market demands. In essence, the vocational curriculum content will remain the same, but the methods, techniques, materials, and instructional time used are likely to be different for the LEP students.

It is likely that the methods, techniques, and amount of instructional time required for individual LEP students will vary enormously. For instance, an LEP student who has only recently arrived in the U.S. and speaks only a few isolated words or phrases of English may require twice as much time to complete a vocational course or class, in comparison to an immigrant student who has been speaking English for 12-18 months. This LEP student is likely also to require intense tutoring and assistance from bilingual or ESL teachers and instructional materials written in his/her native language. Vocational teachers must keep in mind the vast array of student needs and levels that they encounter in working with LEP students. Being flexible and responsive to the English proficiency level of each student is the major consideration to remember.

STRATEGY: Conduct Informal Language Assessment

A. Schedule and conduct an interview with the LEP student to determine how much oral language proficiency exists. Talk about their family, occupations of family members, career goals, previous work experience, and any prior vocational education programs they may have taken in the U.S. or their native country. Be certain to ask open-ended questions as well as follow-up questions to judge the student's level of understanding of English.

B. Invite the student to tour the classroom and lab with you. Ask the student to identify various tools, pieces of equipment, materials with which they are familiar. They may not know the English name, but recognize the equipment or tools.

C. Ask the LEP student to read a short section (3-4 paragraphs) of the textbook or other instructional materials that are used in your class. Ask the student to orally summarize what they have just read.

D. Ask the ESL teacher, counselor, or social worker to provide you with any functional assessment information they have regarding:

- The student's level of writing, reading, and oral comprehension and proficiency.
- Pertinent family and cultural background information.
- Career interests and aptitudes of the student.

STRATEGY: Adapt Instruction[1]

A. Limit the amount of time spent on lecturing. However, when presenting/lecturing:

1. Simplify your English using simple sentence structure, simply vocabulary, and short sentences.
2. Keep terminology constant.
3. Speak clearly and a little slower.
4. When questioning a student, begin with yes/no questions; then proceed to "wh" questions.

> *Illustration:*
> 1. *Should this job be done with a soft-face hammer?*
> 2. *When do you use a soft-face hammer?*

5. Use actions or body language to reinforce oral statements.
6. Present information in small discrete and sequential steps. Simplify directions. Be certain the student has fully understood the information or directions.
7. Check students' comprehension on a regular and frequent basis (e.g., ask questions, have them repeat or paraphrase directions, or have them demonstrate their understanding). You will have to do this much more frequently with these students than you would normally.

B. To increase comprehension use multisensory teaching techniques:

1. Increase "doing" or hands-on activities for students. Limit activities involving extensive reading or writing.
2. Use as many different kinds of media as are available to get a concept across (e.g., slides, films, overheads, cassette tapes, video-tapes, visuals).
3. Increase use of demonstrations.
4. Include both verbal and non-verbal activities in each lesson.

5. Provide oral and written (print) instructions for each day's assignment.

6. Encourage group projects so that peer modeling and instruction can be utilized.

C. Help students develop their English language skills:

1. Build an oral and written inventory of key vocabulary, phrases, and language structure to be taught/used in a lesson. Introduce these using:

a. Cassette tapes

b. Language master

c. Flash cards

d. Dictionary/pictures

e. Manipulatives (essential tools, materials)

2. Label important classroom materials, areas, safety regulations--preferably with bilingual signs.

3. Clarify proper use of English on an individual basis to avoid embarrassment. Don't attempt to correct every misuse of English at once. Focus on correcting one or two errors at a time. Primary attention should be given to uses of English that are socially inappropriate.

4. Work with language instructor(s) to develop coordinated curriculum.

D. Help students understand cultural differences/similarities between education and the world of work.

1. Orient students to your procedures, and classroom and instructional expectations. Be very specific about your expectations as well as your idiosyncracies (e.g., Let students know how to "read you" when you are getting angry.)

2. Acquaint students with school resources (e.g., library, resource labs, and counseling office). Be sure they understand how to use and take advantage of these resources.

3. Explain the expectations of American workers and related worker benefits and rights through discussions, guest speakers, field trips, case studies, and problem solving activities.

4. Provide bilingual role models (e.g., individuals who have been successful in a variety of careers).

5. Use community projects which utilize student's occupational or language skills (e.g., Involve all of your vocational students in a project to winterize homes in a Hispanic community).

6. Provide opportunities for students to do projects which are culturally meaningful to them. Also, student sharing of these helps cross-cultural understanding in class. (e.g., In a clothing class allow students to make a uniform, dress, or costume with specific cultural relevance, and encourage the student to describe the use and cultural meaning of the product.)

---

[1]Source: "Suggestions for Working with LEP Students", Bilingual Vocational Education, Project, Arlington Heights, Illinois, October, 1979.

STRATEGY: Adapt Vocational Instructional Materials[2]

A. Supplement reading materials (e.g., texts, lab manuals, technical manuals).

   1. Provide other activities to teach or reinforce concepts presented in text.

   2. Provide additional visuals to illustrate concepts.

   3. Provide brief outlines or student guides in simplified English or in native language.

B. Highlight key points and language material.

   1. Teach students to use index graphs, chapter headings and other resources to skim content and identify salient concepts.

   2. Circle, underline or mark important words and statements prior to giving it to the student.

   3. Utilize fill-in-the blank type assignments focusing on the essential, important concepts from books. Allow open-book completion of the assignments.

C. Adapt or rewrite materials into a simpler English. If time is a problem, you may want to rewrite only the introductory or main paragraphs.

   1. Use simple sentences; only one clause--four to six words.

   2. Use only simple phrases and avoid passive tense.

   3. Use only one concept per sentence.

   4. Eliminate unnecessary description.

   5. Substitute short, common synonyms for words that may be unfamiliar to students.

   6. Use illustrations for words whenever possible.

D. Develop supplementary materials in the native language or a bilingual format:

1. Instructional materials for a vocational course written in a native language should include:

   a. Safety language.

   b. Rationale, requirements and skills to be learned, and procedures for student grading in the course.

   c. Essential vocabulary.

   d. Key concepts.

2. Do not translate entire sections of the English text; present key concepts in outline or paragraph form in either a bilingual format or the native language.

3. A series of simplified lessons or units can be developed:

   a. Identify and define major concepts or process in each chapter or unit.

   b. Identify the vocabulary basic to learning the concept.

   c. Outline key points/procedures to be covered/ taught.

   d. Obtain resource person to do translation.

   Note: If a bilingual format is used for something other than glossaries or dictionaries, don't present the English and the other language on the same page.

---

[2]Source: "Suggestions for Working with LEP Students", Bilingual Vocational Education Project, Arlington Heights, Illinois, October, 1979.

STRATEGY: Provide Bilingual Assistance to Students

A. Team a limited English proficient student with a bilingual student of the same language background. In locating a student tutor, attempt to identify an advanced vocational student who is familiar with the concepts and competencies being taught. When possible, rotate LEP students to different tutors so that one student tutor is not severely burdened.

B. Request a bilingual classroom aide/paraprofessional when there are a substantial number of LEP students of the same language background in one class. Whenever possible, attempt to hire aides with appropriate occupational background and training.

C. Identify and use vocational instructional materials that are written in a bilingual format (e.g., English and Spanish). It may also be appropriate to use materials written in the student's native language if they are written at the appropriate reading level. Consult sections III and IV of this handbook for sources of bilingual and native language materials.

D. Arrange for the LEP students to receive supplemental instruction through the ESL program, bilingual education program, or other staff members who are working with LEP students. Meet with these teachers to discuss how they might provide or reinforce supplemental instruction on such topics as: shop safety, measuring, job seeking skills, job survival skills, chart reading, basic math, and job related vocabulary.

E. Arrange for the student to work with bilingual tutors (paraprofessionals, volunteers, vocational resource persons from the community, other students) during free periods or after school. This supplemental instruction could occur at local worksites, in learning resource centers, or in the vocational classroom/laboratory.

STRATEGY: Use Community Resource Persons

A. Identify several bilingual persons in the community who are employed in your vocational program area (i.e., Agriculture, Business, Marketing and Management, Health, Home Economics, or Industry). Work through administrators, counselors, cooperative education coordinators, parent groups, and community groups to identify persons employed in professional, technical, skilled, and semi-skilled occupations. Develop a directory of bilingual community resource persons for your vocational program.

B. Use bilingual community resource persons as guest lecturers in your program. They might be used to present demonstrations of specific skills, industrial or business processes, or new equipment being used in their place of employment. In addition, they can discuss career options and opportunities for minorities in their field. It is important to use community resource persons that are knowledgeable and can serve as effective role models for LEP students.

C. Develop a mentor program for LEP students using community resource persons. Each bilingual community resource person you have identified may be asked to work with two-three LEP youth or adults to provide or help them with: career counseling, field trip opportunities, job shadowing opportunities, arranging part-time or summer employment, or career planning. Mentors can be very helpful by pointing out to LEP students some of the cultural differences which may affect their ability to get and hold a job.

D. Involve bilingual community resource persons in your local advisory council. Encourage these individuals to take an active role on the committee in: reviewing the curriculum, facilities, and equipment; identifying needed students services; identifying and evaluating employment trends; and serving as advocates for LEP students.

STRATEGY: Involve Parents

A. Become involved in the parents group that is associated with the ESL or bilingual education program. It is helpful to attend its meetings and become familiar with its concerns. To provide the group with information about your vocational program, it may be helpful to request time to make a presentation at a future meeting. As part of your presentation you may want to provide a tour of the facilities and classrooms. You may also want to contribute an article about your program to the organization's newsletter.

B. Identify and contact the parents of your LEP students early in the school year. Encourage them to attend parent-night functions, open houses, and parent-teacher conferences. In addition, inform them of your willingness to meet at other times to discuss the progress of their son/daughter in your program. Be certain to check with the counselor to determine if you will need to have an interpreter for your discussions with the parents, and/or if letters and memos need to be written in the native language.

C. Use parents of LEP students as resource persons and aides in your program. As noted earlier, they could be used as guest lecturers if they are employed in a related vocational field (see "Use Community Resource Persons Strategy"). In addition parents may be helpful as volunteer aides to help in such areas as: translation of lectures and demonstrations, the preparation of bilingual versions of handouts, tests, and other student materials, or the grading of papers and tests.

D. Be certain to make parents comfortable in their educational role and remember to express your appreciation for the time they contribute.

STRATEGY: Adapt Testing Procedures

A. Involve the ESL or bilingual teacher/aide in orally interpreting tests and quizzes for the LEP student. Allow students to answer in their native language if an aide or interpreter is available. In some instances, it may be helpful to have bilingual versions of the tests prepared.

B. Look for bilingual or native language versions of vocational achievement tests in your vocational area. Some commercial publishers are now preparing these tests in bilingual and native language versions. Be careful to determine the native language reading level, since uneducated LEP students may not read proficiently in their native language.

C. Use performance and oral identification tests with LEP students whenever possible. Often these types of tests verify the student's ability to perform job tasks under conditions that are simulated but represent the situations and conditions they will find in the work world.

D. Consider eliminating or reducing the time constraints for test completion in situations where it is appropriate.

E. Repeat and clarify the directions for completing the test as needed to be certain that they are fully understood. It may be helpful to work through examples test items with students.

STRATEGY: Involve LEP Youth in Vocational Student Organizations

A. Encourage the officers and members of the vocational student organization (e.g., FFA, VICA, FHA-HERO, DECA, FBLA, AIASA) to recruit LEP students for active participation in the organization.

B. Encourage LEP students to participate. Clubs or student organizations may be culturally unfamiliar for certain LEP students, so it will be helpful to make the parents aware of the usefulness of student organization activities.

C. Assure that LEP students participate effectively in the various activities of the student organization such as field trips, skill competitions, contests, fund raising activities, regional and state leadership meetings, and banquets. Involve bilingual community resource persons as guest speakers for various student organization activities.

D. Modify the procedures for conducting skill competition activities so that LEP students can participate fully despite their limited proficiency in English. See the strategies for adapting instruction and materials described earlier (pp. 8-13).

E. Encourage LEP students to assume leadership roles in the vocational student organization.

III. Instructional Resources

If there is a sizeable LEP population within your community, the school or community college in which you work is likely to have some resources for serving LEP students. As noted earlier, it is important to coordinate the instructional activities in the vocational program with the instruction and services offered by English-as-a-Second Language (ESL) programs, bilingual education programs, and counselors. This section will describe the various resources, services, and assistance you may receive from these programs and staff. It is important to remember that schools and community colleges vary considerably, and you may or may not find all of the services described in this section to be available within your local education agency.

RESOURCE: ESL Program

The English-as-a-Second Language program (ESL) is a structured program for language acquisition. It is designed specifically to teach English to students whose native language is not English. ESL programs are often found in the Foreign Languages or English Departments of comprehensive high schools or community colleges. ESL programs are also offered through Adult Education Centers and programs.

ESL instructors and aides can be helpful in:

1. Providing interpreting services when needed.
2. Assisting in simplifying or translating written materials (handouts, tests, text materials).
3. Discussing the cultural background of the students.
4. Providing detailed information about the student's level of proficiency in reading, writing, speaking, and comprehending English.
5. Recommending or reviewing vocational instructional materials that are prepared in a bilingual format or the native language.
6. Teaching some basic occupationally-related skills such as measuring, key vocabulary, safety, or filling out job application forms.

RESOURCE: VESL Program[1]

Vocational-English-as-a-Second Language (VESL) programs are similar to ESL programs except they emphasize occupational language demands. Job situations are used to teach the English required on specific jobs. VESL instruction for clerical workers, for instance, includes taking telephone messages, writing letters, sorting mail, and requesting office supplies. VESL programs may be embedded in specific vocational programs (example: Office Occupations), or may be more general in nature focusing on English skills for job seeking and job survival. VESL programs generally serve students who had very little previous English instruction.

VESL instructors and aides, who usually have work experience in a specific vocational area, can assist vocational instructors by:

1. Teaching job-related vocabulary (names of tools, materials, processes, duties, health and safety terms, and general measurement skills),
2. Providing basic literacy training for illiterate LEP youth and adults,
3. Identifying bilingual vocational instructional materials,
4. Teaching students to complete order forms, bills, time cards, health and insurance forms, and job applications,
5. Discussing with students techniques for effective communication with fellow workers, customers, and employers,
6. Teaching students to read technical or service manuals, parts catalogues, and other job-related materials,
7. Providing interpreting services when needed, and
8. Reinforcing content taught in vocational classes through English language exercises.

---

[1]Source: Crandall, J. Language in Education: Theory and Practice-Adult Vocational ESL. Arlington, VA: Center for Applied Linguistics, 1979.

RESOURCE: Transitional Bilingual Education Program

This program uses the student's native language and cultural factors during the early phase of instruction. Native language instruction continues until the student becomes fully functional in English. More specifically, the goal of the transitional bilingual education program is to prepare LEP students for entering regular school programs as readily as possible. Transitional bilingual education programs are the only form of bilingual education funded by the Illinois State Board of Education.

Article 14C of the School Code of Illinois (Transitional Bilingual Education) requires that school districts with attendance centers with 20 or more children of limited English-speaking ability who share a common home language to provide and maintain a program of transitional bilingual education. Transitional bilingual education programs include subjects in: native language arts, English-as-a-second language, and the history and culture of the students in the program. In 1981-82, a total of 37,028 students were served in transitional bilingual education programs throughout Illinois.

Emphasis is placed on maintaining and further developing all the necessary skills in the student's native language and culture while introducing, maintaining, and developing all the necessary skills in the second language and culture (example: English). The end result is a student who can function fluently in both languages and cultures.

Some high schools that are heavily populated with LEP students from a certain language group will offer bilingual vocational education courses. These high schools (such as Benito Juarez High School in Chicago) are excellent resources for obtaining vocational curriculum and instructional materials that are prepared in different languages.

A listing of bilingual vocational education programs in Illinois and their languages can be obtained from the Bilingual Education Service Center (see Section IV for address).

RESOURCE: Counselors

Counselors can assist vocational teachers and LEP students in a variety of ways. Here again, much depends upon how the high school's or community college's counseling program is organized. Some schools will have, for instance, bilingual counselors or counselor aides assigned to LEP students.

Counselors can assist LEP students by:

1. Offering to assist in resolving personal or family programs that interfere with their involvement in the educational program (e.g., transportation, day care, or financial aid);

2. Providing individual and group counseling sessions about career and educational opportunities;

3. Providing appropriate career interest and aptitute testing programs;

4. Helping to evaluate and improve their attitudes and perceptions toward school and work when it is appropriate to do so; and

5. Helping them find training, education, and employment opportunities following completion of the vocational education program.

Counselors can assist vocational teachers by:

1. Sharing essential and appropriate personal, psychological, and social data about the LEP student and/or his family situation;

2. Developing and maintaining familiarity with both the occupational requirements and the content of vocational education programs;

3. Helping to identify bilingual community resource persons and volunteers for vocational programs;

4. Involving vocational instructors and support staff in the meetings and activities of bilingual community and parent groups; and

5. Being familiar with the cross-cultural differences for each language group and orienting teachers to how these differences may affect their classroom behavior or prospects for entering employment.

IV. Resource Agencies and References

Resource Agencies:

NORTHWEST EDUCATIONAL COOPERATIVE

Bilingual Vocational Education Project
500 South Dwyer Avenue
Arlington Heights, IL 60004
(312)/870-4100

ILLINOIS VOCATIONAL CURRICULUM CENTER

Building E, Room 22
Sangamon State University
Springfield, IL 62708
(217)/786-6375 or (800)/252-8533

TECHNICAL ASSISTANCE AND DISSEMINATION NETWORK:
ILLINOIS SPECIAL NEEDS POPULATIONS

Turner Hall
Illinois State University
Normal, IL 61761
(309)/436-6022

ILLINOIS STATE BOARD OF EDUCATION

Department of Adult, Vocational and Technical Education
Consultant Services Section (Special Needs Consultants)
100 North First Street
Springfield, IL 62777
(217)/782-4877

Department of Bilingual Education
188 West Randolph
14th Floor
Chicago, IL 60601
(312)/793-3850

NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION

1300 Wilson Boulevard, Suite B-211
Rosslyn, VA 22209
(800)/336-4560

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

The Ohio State University
1960 Kenny Road
Columbus, OH 43210
(800)/484-4815

CURRICULUM PUBLICATIONS CLEARING HOUSE FOR VOCATIONAL EDUCATION

46 Horrabin Hall
Western Illinois University
Macomb, IL 61455
(800)/322-3905

References/Resource Documents:

Lopez-Valadez, J. Vocational Education for the Limited English Speaking: A Handbook for Administrators. Springfield, Illinois: Illinois Office of Education, Department of Adult, Vocational and Technical Education. 1979.

Crandall, J. Language in Education: Theory and Practice--Adult Vocational ESL. Arlington, VA: Center for Applied Linguistics, 1979.

Troike, R. C., Galub, L. A., and Lugo, I. Assessing Successful Strategies in Bilingual Vocational Training Programs. Rosslyn, VA: InterAmerica Research Associates, Inc., 1981.

Biliography of Bilingual Materials for Career/Vocational Education: A List of BESC Library Holdings. Revised. Springfield, IL: State Board of Education, Department of Adult, Vocational and Technical Education, 1980.

Kang, M. T., Loepp, F., Webb-Lupo, A., and Bickley, M. Vocational Preserve Learning Packets for Vocational Teachers of the Limited English Speaking: Industrial Technology, Business Education, and Home Economics. Springfield, IL Illinois State Board of Education, Department of Adult, Vocational and Technical Education, June, 1982.

"Suggestions for Working with LEP Students", Arlington Heights, IL: Northwest Educational Cooperative, Bilingual Vocational Education Project, October, 1979, mimeograph, 4 pp.

Bradley, C. E. and Freidenberg, J. E. Foundations and Strategies for Bilingual Vocational Education: A Handbook for Vocational and Technical Education Personnel. Washington, D.C.: Center for Applied Linguistics, July 1982.

Journal of Vocational Special Needs Education. The complete Fall, 1982 issue was devoted to the topic of LEP students in vocational education.

Pratt, A. L., et al., Multi-cultural Competency-based Vocational Curricula. Springfield, IL: State Board of Education, Department of Adult, Vocational and Technical Education, June 1981.

McCarthy, J., et al. Inservice Workshop for Vocational Teachers of Bilingual Students: A Resource Guide for Teachers, Counselors, and Administrators, Springfield, IL: State Board of Education, Department of Adult, Vocational and Technical Education. Undated.

Vocational Education Programs Serving LEP Students:

Benito Juarez High School
2150 S. Laflin Avenue
Chicago, IL 60608

Contact: Jose Rodriguez
312/942-8860

A series of support services are provided to help LEP youth participate in secondary vocational classes. These services consist of: peer tutoring, curriculum modification and curriculum supplementation, and career education. The vocational program areas enrolling LEP students include: general shop, auto shop, business, drafting and home economics. Some bilingual business classes are being taught to prepare students as biligual secretaries. A mini-VESL program is being developed.

Elgin School District V-46
4 South Gifford Street
Elgin, IL 60120

Contact: Jan Lochary
312/888-5309

Teacher aides and other supportive services are provided to help Laotian and Spanish speaking students who are enrolled in drafting, machine shop, business, child care, and home economics classes. Services are also provided to LEP students enrolled in a CETA in-school program.

Truman College
1145 W. Wilson Avenue
Chicago, IL 60640

Contact: Melaine Stephens
312/878-1700 Ext. 2177

Korean and Spanish-speaking students are served through the Truman Bilingual Vocational Center. Training is offered in accounting, data entry, and drafting. The program includes two semesters of bilingual tutoring and advisement, bilingual study guides, intensive English instruction, job counseling and placement services. The goal of the program is to provide support services for students so that they may succeed in regular vocational classes at Truman.

Elgin Community College
Bilingual Access Program
1700 Spartan Drive
Elgin, IL 60120

Contact: Arturo Kotesky
312/697-1000 Ext. 319

The main goals of the program are to provide regular semester instruction to LEP adults, bridge the language gap, provide Spanish instructional materials and support, and provide VESL for each of selected vocational programs. Bilingual support services and materials are now available for LEP students enrolling in the following areas: machine tool operations, plastics technology, welding, group child care, culinary art, restaurant management, automotive service technology, secretarial science, business programs, and dental assisting.

School of Technical Careers
Southern Illinois University
908 S. Wall Street
Carbondale, IL 62901

Contact: Larry Hepburn
618/997-3381

This ISBE-funded project is involved in the development of multi-cultural competency-based vocational/technical curricula. Curriculum guides and support materials are being developed and tested for Spanish-speaking and Laotian students in eight different vocational areas. The vocational areas include: automotive mechanics, fiberglass, machine trades, welding, clerical cluster, food service, maintenance mechanics, and auto body repair.